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16  
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# MINNESOTA LIBRARIES



## LIBRARY SERVICE TO CHILDREN

Editorial—Library Work with Children.....	287
Administration of Library Service to Children..... <i>Isabel McLaughlin</i>	288
The Book Collection in the Children's Library..... <i>Alice Brunat</i>	292
The Undesirable Book; The Desirable Book..... ..... <i>Lewis M. Terman and Margaret Lima</i>	296
Children's Library Service in Minnesota..... <i>Sara H. Wheeler</i>	299
Statistics of Children's Libraries (Tables).....	302
War Information Service.....	305
Salmagundi .....	306
Books and Pamphlets	
Children's Books for First Purchase.....	309
War information in Books.....	314

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DEPARTMENT OF EDUCATION  
STATE OF MINNESOTA  
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# MINNESOTA LIBRARIES

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## *Library Work with Children*

Unsatisfactory or inadequate library work with children is a commonplace in the smaller public libraries of the state. This condition stems from two causes: lack of income and lack of trained personnel. A third can be assumed: lack of information on good children's library standards and practices.

On the assumption that a few well-chosen articles might more widely inform those who are in need of direction in this field, the Library Division early in 1941 planned a special children's library number for publication. An issue was encompassed which would present in a general way (1) fundamental principles in the administration of children's work, stressing particularly the book collection; and (2) statistical data on children's work in Minnesota that would serve to present the existing situation.

To that end questionnaires were sent to the heads of all public libraries except those in the Twin Cities and Duluth. The data submitted were recorded in table form and are published elsewhere in this issue.

Statistics for children's libraries in communities of less than 5,000 people are not published. With only a few exceptions, seven to be exact, no separate children's departments exist. Most libraries in this population group maintain children's alcoves and give what service they can on limited resources. The majority of the librarians are either untrained, are uninformed, or have had no guidance in children's work. The articles have been prepared with this group in mind and are designed to present a brief but general overview of sound principles in library work with children.

The published tables will be of special interest to libraries maintaining children's departments. These tables establish the status of each children's department in relation to others in its group. High, median and low is given at the bottom of columns for most of the data. The median should serve as a yardstick by which each library can appraise its own status. It should also serve as a basic starting point for the improvement of children's work in those libraries having either median or low standing.

From the social and educational point of view it is imperative that libraries scrutinize more closely the present status of their work with children. They should constantly keep in mind that the child of today becomes tomorrow's adult who shapes the course of world events. In fairness to these children, therefore, library boards and librarians should invest more heavily in the development of satisfactory children's service.

It is hoped that this number will be well received and helpful to Minnesota librarians. Particular credit in the preparation of this special number goes to Mrs. Wheeler who gave freely of her time, effort and counsel. She was largely responsible for the questionnaire outline and for recording the data in tabular form. The Library Division is grateful to her for her able and constant assistance, and wishes also to acknowledge the splendid cooperation received from the other contributors.—L.F.Z.

# Administration of Library Service to Children

ISABEL McLAUGHLIN

*Director of Work with Children, Minneapolis Public Library*

The children's room of every public library should be of such attractiveness and appeal to children's interests that every townsman will be proud of it. Established libraries in all communities might well review their effectiveness in the light of their worth and service to youth.

While the ideal situation of a children's room is perhaps not immediately attainable it is well to keep an ideal in mind. The library building itself should be centrally situated, and easily accessible from the street level. If the library is small the children's room can be at one end of the main floor, but when service grows some other arrangement must be made. Usually at the first sign of overcrowding children are pushed down into dark, dingy, and unsuitable basement quarters. This is bad for the morale of children, who feel shoved aside and unwanted.

The room itself should be planned for children six to fifteen (Power). A south exposure is good and if there could be a view of some greenery—even a bit of garden—it would be pleasant. Windows on the street advertise the library, if people can see children enjoying books. Wheeler and Githens in their book *The American Public Library Building* allow 25 square feet to each child. If there are three hundred children it might be well to plan for seating thirty. Space planned for the smallest children preferably is near the desk. Intermediates, junior high group, and a reference corner each need separate space.

Perfect lighting is one of the essentials. Windows are most important. They should be low enough for children to see from. Artificial light ought to be planned by a lighting expert. Surfaces should not reflect glare. The book cases should be well and evenly lighted from top to bottom. Proper flooring minimizes discipline and deadens the sound of many feet. Linoleum is the best to be had since rubber tiling is not avail-

able. Patterns are to be avoided, usually, because the books themselves make a pattern.

Ventilation is always a problem. Windows easy to open by assistants are the best answer. Crowds of children all active and, in winter, heavily bundled up need fresh air. A drinking fountain and toilets are provided. Toilets should be separate from those used by adults.

Informality, an air of welcoming readiness, a quiet sparkle should be the impression radiated by the children's room. A fireplace glowing on dark days, is an aid to discipline and ventilation. Daintiness, absolute cleanliness, order and beauty combined with sturdy practicality win children to use their room.

Proper equipment for the children's room is as important in a war emergency as at any other time. What we do now for our children is important as a future investment. Shelving is one of the first essentials. 5 feet 3 inch shelving is usual. 6 inches is allowed for a base. Shelves are 8 inches wide,  $\frac{3}{4}$  of an inch thick and adjustable. Allow 10 inches between shelves—some 12 inches for large picture books. The amount can be estimated by counting 8 circulation books per linear foot and 5 reference books. Partitions should be 3 feet apart. For thin picture books and little children's books vertical partitions 9 to 12 inches apart keep them in good order.

Tables, chairs and other equipment will depend on the size of the room. Tables may be oblong or round, but made without cross pieces underneath. Rounded off corners are best. Good solid wood tables are not easily shoved around. Some prefer slant-top tables. Round tables add to the atmosphere of informality.

"Tables' height should be 28 inches; diameter 5 or 5½ feet. If rectangular, 3 feet by 5 feet or 3 feet by 5½ feet are average sizes. Chairs to match should measure 16 inches



from top of seat to floor." The second size table should be 26 inches in height—chairs 14 or 15 inches. Saddle backed chairs give more comfort than the bentwood type. Chairs and tables should have noiseless tips. A few chairs for adults are also necessary.

Other essential furniture includes a catalog case, planned to allow additional drawer space to cover a ten year growth. Requiring expert workmanship, this is better bought from a good supply house. A charging desk is needed if the charging is to be done in the children's room itself. The size and form of the room will then decide the best type desk. Even in the simplest arrangement the children's librarian will need a desk. A filing case for pictures and pamphlets is essential. A magazine rack could be built in to the shelving or stand free. A bulletin board may be built in and one flat topped table covered with glass to display maps and costly pictures where children may pore over them. Glass enclosed cases may be added for valuable and rare books and for exhibits.

The furniture arrangement is decided by the room size, placement of windows, exits, etc. The logical location of the desk is near the entrance to offer immediate service and to control exits. Rectangular tables turn a narrow end to the window so the best light falls on the child's book. A dictionary stand is near reference shelves and higher tables for older children. If there is a fireplace a low bench in front of it or middle-sized windsor chairs and wee ones delight small patrons.

No matter how suitably equipped and well supplied, the children's room is incomplete without a children's librarian. Through her efforts and direction, her imagination and personal winsomeness, the books move from the shelves into the hands of boys and girls. She, it is, who must interest parents, teachers, county welfare workers, judges in charge of children, nurses, church school teachers, in the value of books to the child and their place in his development. Her knowledge of children's interests, and of children's books should carry out into the community and help to bring proper consideration of the value of books to each individual child. This

she can do only if she is ever alert, constantly learning, bringing to her work a true and unsentimental interest in children. She must not think of them as little darlings as long as they are well dressed, well behaved and say cute things and then hate them when they throw a snowball in the front door or flatly refuse books she offers them.

A children's librarian must have good health, be alert and lively with an intelligent open mind and an understanding heart. She must be quick on her feet but not in temper. The better her sense of humor and her store of patience the easier will she find her way. Her liking of people, her true understanding of children will be evident to them immediately.

A democratic community has a right to demand that the applicant for the position of children's librarian present good credentials. Better citizenship is dependent upon the qualifications of those who are responsible for the training of youth. In the case of the children's librarian this should consist of as broad a schooling as possible. She should have at least one year in an accredited library school and have taken courses in children's literature and in library work with children. Courses in child psychology, sociology, biology, history, English and American literature, and literary criticism are basic. Some knowledge of art and music would stand her in good stead, as well as the history of education and its modern trends.

The children's librarian might profitably have some experience as an assistant in a children's room of a large system before she assumes the guidance of work in a small town. Previous experience as the librarian of a school library would be helpful, too. In relation to salary such an ideal background will probably not be possible in Minnesota for some time.

In towns of 5,000-10,000 if there is a children's librarian she should receive a salary next to that of the librarian since her responsibility is next in importance. A. L. A. statistics, fragmentary as they are, list children's librarians' salaries in towns from 10,000 to 34,999 at \$540.00 to \$2040.00. A professional

children's librarian should not be offered less than \$100.00 a month, and one with experience should get more. A. L. A. speaks optimistically of a beginning salary of \$1600.00 a year.

What may be expected of the librarian in developing children's work? First of all, hours of opening should be arranged to best serve child patrons, twelve to six on school days and on Saturdays nine to six, and during school hours for visiting classes. In some communities it may be desirable to have the room open in the evenings and Sunday afternoons and evenings, but this requires extra help.

Children may use the room at any time but it is well to encourage them to register. Methods of taking registration vary. Most libraries register children as soon as they can write their names. It is simpler to reach more children by taking the cards to the school, but it is often better to invite a class to the library.

There is usually a rush to the library after school. Monday afternoons are likely to be the busiest with Saturdays next. The problem of keeping track of what has been issued comes up. Simple records that show trends in reading are kept. Only such records should be kept as are necessary for intelligent planning—especially where the staff is small. A record of pictures and pamphlets is helpful. (If a group of books, say the 500's, suffer a drop in interest it may mean they are dirty, dog-eared and out-dated.)

Rules for book use and borrowing should be the simplest and fewest consistent with democratic use. Children respond best to clear, firm and simple rules. It is customary that all books be issued for two weeks. There is no reason, however, if the library has plenty of books and is in the center of a farming community that books may not be kept a month. Fines, if any, are usually one cent a day for each book. Two essential rules for the use of the children's room are that the children have clean hands and that they be quiet—the first because they are learning to respect public property—the second because they are learning respect for the rights of others. If staff members shout at

the children or rap pencils on the desk in correction they will respond in kind. Example is better than precept.

Good books, of course, are the best discipline as well as the reason for the children's room. The budget should be fairly apportioned so that the children's interests are protected. Cost accounting has not yet perfected a proper proportion for the total budget for the children's room. It probably should be at least 30%. The book budget is on a little firmer basis and is usually from 30% to 40%, varying with the needs of the community.

Effort should be made to introduce books to the children to whom they belong. Ways to do this are limited only by the ingenuity of the librarian. Displays which combine objects with books appeal to children. A puppet stage with books on puppetry, an old doll with a few doll books,—small pots and pans with easy cooking books. Boy Scouts like to display what they have made from library books and Girl Scouts the leaves which they have found and pressed. A few Mexican and Chinese objects will delight and interest boys and girls. Indian artifacts and small things used in pioneer days arrest attention. Any display should have a definite place and not sprawl around the room. Timing of such displays is important to their success. If there are special industries in a community children welcome a concrete showing of their goods and methods. An example is a cookie layout shown by a Chicago branch in whose neighborhood was a large cookie factory. Molds and finished cookies made all clear.

Much has been done during Book Week. Libraries cooperate because of their interest in helping children build good home libraries. Long before Book Week was established libraries found it necessary to help anxious mothers decide what was best to buy Anne and John for Christmas. Book Week will have better results if a council of interested people is formed to include teachers, book store representatives, the druggist, if books are sold at his store, possibly a clergyman and a representative of an active women's club, and others. Its major objective is to introduce children and those interested in them to books.

It is better that the bulletin board be a modest size. Again, tying books and children's interests together is the first consideration. Events of interest to the whole community, world events if within a child's sphere, famous anniversaries and holidays may be emphasized. The circus, the model airplane contest, Independence Day, the Newbery and Caldecott awards are examples. Three weeks is long enough for a display ordinarily. Simple original arrangement and selection of materials is preferable to too intricate poster work.

Visiting schools is vital to inform the librarian of what is required of children, the objectives of the school and the personalities involved. It often results in clearer understanding of particular children. She may offer to the school the service she sees is necessary in a friendly and informal way. Likewise it is important for classes to visit the children's room. Such visits should be arranged in advance. If a particular reference problem is to be searched for the children's librarian should know beforehand, so that she may comb the collection for satisfactory material. These visits introduce the pupil to the library where all citizens should feel at home and they give the teacher an insight into the interests and study habits of the this introduction.

The visit of a class to the library is a fine opportunity for a book talk. These talks are designed to introduce children to definite types of books. Some children may loathe poetry, but if they find poetry is fun, that it says for them what they cannot themselves express, enhances their daily experience, they may be tempted to read it. The great romances, Aucassin and Nicolette, The Canterbury Tales, a few books such as Dobry, some musical biography could be made enticing by informed and enthusiastic sharing. Reading periods offering Ruth Sawyer's *The Least One*, or Tolkien's *The Hobbit*, Howard Spring's *Tumbledown Dick*, or Goudge's *Well of the Star* call for a fireplace and ten or twelve interested listeners.

Story hours offer a grand opportunity to introduce to children their literary heritage, to train their ears for the correctly spoken

word, deepen their understanding and emotions, and their ethics. Well selected stories, sincerely and well told will live in their memories. Picture book times help them discriminate good from bad art. Anyone who has enjoyed Leslie Brooke's *Johnny Crow's Garden* or Wanda Gag's *Nothing at All* is not likely to grow up wholly satisfied with the comics.

Radio publicity is another matter. We know how powerful the influence of the radio is—at least that the majority of children spend long hours listening. Scripts may be borrowed from A. L. A. Headquarters. Some may be used either from Miss Sauer's or Mrs. Watson's books. In most cases the better way, especially for the small library, is to give emphasis to the most desirable children's programs which are being presented and to display books prominently which are the basis of those programs. In other words, children's radio listening might be guided and enriched by the emphasis given it in the library. It cannot be ignored.

If children come to have confidence in the library, in the welcome they receive there and in its understanding of their interests and problems, they will turn to it for varied uses. If astronomy is a present passion every star book must be sought. If a boat is to be built, a puppy treated, a girl "dated" for the first time the library is one of the "first aid" sources. This inclination can be strengthened by training children in the use of the library. The kindergartener learns joy in books, clean hands and quiet. Parts of a book, arrangement on the shelves, classification and the catalog respond to growing needs. The use of reference books is taught. Boys and girls learn how books will serve them all through life. It is hoped that there will be the freedom always to ask for help from the librarian.

A spacious, well-lighted, well situated children's room, a wholesome, well adjusted and specially trained children's librarian, with a forward looking program and an ample supply of the right kind of books are requisites of a democratic community for the growth, mental health and intellectual sturdiness of its future citizens.

# The Book Collection in the Children's Library

ALICE BRUNAT

*Librarian, Central Children's Room, Minneapolis Public Library*

War-time economies have already cut deeply into the book resources of children's libraries. Undoubtedly we face a period of increasingly difficult budget problems, among the most grave of which are diminishing book funds. Especially is this a serious situation at a time when childhood's need for the steadying influence of books grows more acute. The years ahead offer a greater challenge to librarians than ever before to expend decreasing budgets more effectively. Those who point to the children's book collection as an obvious place for economy are short-sighted indeed. We must accept our responsibility for giving today's boys and girls their rightful literary heritage *now*. If not now, we will have failed in our stewardship. It is the duty of every library administrator to protect her children's book fund from disproportionate curtailment.

Usually, 15% to 20% of the total library appropriation will go into the general book fund. Of this fund 32% to 35% is a just and fair amount to invest in children's books. A.L.A.'s standard of \$1.00 per capita income for library support includes children. For this reason the juvenile population in the small community must be considered when allocations for books and service to children is made.

To assure wise spending, the librarian should know at the beginning of the fiscal year what her children's allotment is to be. She should adhere to a definite and systematic plan of apportionment and not depend upon the chance that there will be some money left for children's books after adult titles are selected.

The importance of building up and maintaining a balanced children's book collection cannot be over-estimated. Book selection therefore is one of the chief duties of the children's librarian. She should know how to relate books to her own community needs and to spend her money systematically and

economically. In the emergency of diminished funds, the librarian of a small library will raise her standards of selection, realizing that the quality-level of her collection will more than ever determine the effectiveness and value of her service.

Pressure of economy in the children's library necessitates a clarification of objectives. Re-evaluation of books as well as methods is imperative. Caroline Burnite, a pioneer in library work with children, stated, "The aim of work with children in the library is primarily to inculcate and foster the habit of reading *good* books as a pleasurable experience, the reading of *good* books being the first resultant, the reading of *good* books written for adults being the ultimate resultant." The qualifying adjective, *good*, suggests many interpretations. Using the criteria by which we should always measure the worth of children's books, let us define the *good* books as those which are interesting in subject matter and adapted to the age level and experience of the child for whom they are intended. The sincerity and authority of the author is important. *Good* books are truthful to the life they portray; they are accurate in the information they give. They are the books which not only add to the child's knowledge, but enrich him spiritually and emotionally. Also the *good* books are usually the ones which are attractive in make-up. Form, size, print, paper, binding, and illustrations are significant. Finally, the desirable books are always those written in acceptable literary form.

In building the children's book collection, many factors will determine the expenditures. The proximity of the adult collection and the facilities of neighboring school libraries must be considered. While the juvenile collection should include both reference and circulating material to supplement class work, the emphasis in the public library is placed upon a voluntary and recreational



reading program. For this reason, textbooks should never become too prominent in the children's library.

Other considerations, of course, are: number of children, their age and sex; nationality; intelligence and economic level of the community; home, school, and community interests. (E. L. Power)

The very backbone of the collection is the standard and classic books which succeeding generations of boys and girls have enjoyed. It is against the standards set up in these books that new titles must be judged.

Another important objective is to maintain a well-rounded book collection, ever mindful of the potential reading interests of children in the fields of travel, history, science, biography, art and music. Personal bias on the part of the librarian should be avoided. Rather, all tastes must be considered and provisions also made for the boy or girl who wishes practical directions from books instead of tales of pure adventure.

Suggested percentages for the children's book collections are these:

Fiction .....	40%
Picture Books, Fairy Tales, and Easy Books .....	25%
Classes, Non-fiction .....	30%
Reference .....	5%

After the book collection is set-up, half the book fund may be spent for "replacements" and the other half for new titles.

A re-evaluation program may well begin with drastic house-cleaning measures. The obsolete non-fiction needs to be discarded. Misinformation is more harmful than no information at all. Drab, dirty books and those with "sight-destroying" print should be thrown away. Such books only discourage young readers from discovering the "wheat" in the collection. Gift books which do not measure up to the standards of selection may be offered to the University Library or be sold as waste paper.

We have long been on guard against books which are directly harmful to the child. But

haven't we unwittingly added many books which leave the child-reader with nothing gained either in information, inspiration, or literary appreciation? Children have clamored for the Nancy Drew mysteries, the Little Colonel stories, Tom Swift, and the Bobbsey Twins. These may seem innocuous enough but we must admit that they are filled with a snobbishness which is unwholesome to say the least. Often they present a child in command of an adult world achieving the impossible. Childhood is all too brief; none of it should be spent on the trivial, worthless "series" books which misrepresent life.

For the small as well as the large library, the most dependable and authoritative guide to the books which should be found in every children's library is *The Children's Catalog*. The 1941 edition indexes 4200 annotated titles under author, title and subject. Annual supplements will keep this list up to date. 220 books marked with two stars are those of lasting merit which have a universal appeal to children. 880 titles marked with a single star are books of real merit which have been found to be most generally useful in libraries. These 1100 may be considered "first-purchase" titles.

Nora Beust's *500 Books for Children* is a U. S. Office of Education Bulletin (No. 11, 1939) and costs but fifteen cents. It lists readable books for pre-school and elementary-school children.

A revision of *The Graded List of Books for Children*, compiled by a Joint Committee of the A. L. A., the N. E. A. and the National Council of Teachers of English, is to be published in 1942. This list has always been a well-organized, suggestive, and dependable one.

Where funds permit, *Realms of Gold* (1930) and its supplement; *Five Years of Children's Books* (1936); Anne T. Eaton's *Reading with Children* (1940) are also interesting and helpful to the librarian, the teacher, or the parent.

The *Booklist* of the A. L. A. (\$3 a year) is one of the best guides to consult on new books. Each issue contains a careful selec-

tion of current children's books, briefly and accurately annotated.

The *Horn Book* magazine is the only American periodical devoted entirely to children's books. This magazine, published six times a year, contains information and criticism about writing, illustrating, making, selling and using of children's books. It has gradually become an invaluable history of children's literature.

The *School Library List Supplement*, compiled by Ruth Ersted, Supervisor of School Libraries, Library Division, is a selected list of new books for children and young people.

Reviews of new books appear regularly in the *Library Journal*, *Wilson Bulletin*, *New York Herald Tribune Books*, and *Parents Magazine*.

The reference collection in the children's library is valuable only if it gives up-to-date information, or accurate historical information, in a straight-forward manner. A minimum reference collection consists of one good juvenile encyclopedia and 15 or 20 other reference books. The ideal collection would include two good juvenile encyclopedias and 40 or 50 other reference books covering all classes.

The two encyclopedias which most adequately meet a child's need, either for his school assignments or his inquiring nature are: *Compton's Pictured Encyclopedia* and *The World Book Encyclopedia*. No other reference books for children are comparable. In style and general treatment Compton's is better adapted to the youngest child; whereas the World Book is fairly adequate for junior and senior high school work.

Other reference books and bibliographies which form the foundation of a children's book collection are:

*Webster's elementary dictionary*; a Merriam-Webster; a dictionary for boys and girls. 1935. \$1.24

*Rand McNally world atlas*. Premier edition \$4.50

*World Almanac and book of facts*. World-Telegram \$1.00, or paper \$ .60

*Index to fairy tales, myths, and legends*. Faxon, 1926 (now out of print); and Supplement—Faxon, 1937 (\$6.00)

*Children's Poetry Index*, compiled by Maude R. Macpherson. Faxon, 1938. \$5.00

*Subject index to children's plays*, comp. by a subcommittee of A. L. A. (E. D. Briggs, chairman). A. L. A., 1940, \$3.50

*Subject index to books for intermediate grades*; comp. by Eloise Rue. A. L. A., 1940, \$4.00

*Junior book of authors*; ed. by S. J. Kunitz and Howard Haycraft. Wilson, 1934. \$3.25

*Age of fable*, by Thomas Bulfinch. Lothrop, 1894. \$1.75

*Children's book on how to use books and libraries*, by Carolyn Mott, and Leo Bernard Baisden. Scribner, 1937. \$1.28

*Library Service for Children*, by Effie L. Power. A revision of the 1930 edition is to be published by A. L. A. in 1942.

Subscription sets are of questionable reference value and too expensive for the small library. The *Subscription Books Bulletin* is a reliable source of information on those sets which should be consulted before buying. Or write to the Library Division for advice.

For the indifferent or slow readers who find it difficult to concentrate on books, magazines prove inviting and may lead the reader to books. Approximately \$10.00 or \$15.00 should be a sufficient sum to cover the magazine needs. Some adult periodicals are interesting to children and may be advantageously duplicated.

First purchase choices of magazines for the small library are: *American Girl*, *Boys' Life*, *Child Life*, *Flying and Popular Aviation*, *Popular Mechanics*, *Story Parade*.

If funds permit, these may be added: *National Geographic*, *Junior Natural History*, *Junior Scholastic*, *Children's Activities*.

Pamphlet and picture files provide valuable supplementary material. Subject head-



ings for the files should be correlated with those of the school curriculum. It is unnecessary to spend much money for this material. Free material is often listed in the A. L. A. *Booklist*, the *Library Journal* and the *Wilson Bulletin*. *Compton's* and the *World Book* publish many of their articles in separate form. Pamphlets come apart easily unless re-inforced. Pictures also are of limited use unless they are mounted. Here funds for mounts and folders are the determining factor, as well as the amount of time which can be given to this work. Magazine and newspaper clippings furnish children with current information. Especially useful is a clipping file of biographical sketches of authors and illustrators of children's books. These are often to be found in publishers' catalogues or announcements.

Because children's books circulate more frequently than adult books, and because they receive harder treatment, it is important to buy durable editions. Pre-library bound books are often an advantage since their circulation will be less interrupted by binding. Picture books and easy books fall in this category. The disadvantage is that a book often loses its individuality in a pre-library-binding. Gay covers may be lost to plain buckram ones. Often the pre-library-bound books are sewed too securely and the book will not open flat. These books do wear longer than trade editions, but their marked uniformity gives an uninviting appearance to the shelves as well as to the books.

Children should be taught to handle books carefully and only with clean hands. A good practice on first opening new books is to place the book on the table, back down, opening the front cover, then the back cover, then a few leaves at a time, alternating back and front.

Frequent culling of the children's collection will bring to attention those books which need mending and light repairs. Loose leaves may be tipped in, but when the back first breaks, the book is ready for the bindery. The average life of a book in its trade edition is 23 issues. After rebinding, it may last another 77 issues. Overmending on all books which will eventually be rebound should be avoided. For a reliable binder, consult the Library Division. Children's books which are hopelessly dirty and torn are not worth rebinding. New copies of the less expensive books are to be preferred.

Fortunate indeed is the library which has a generous book fund, but still more fortunate is the one which has an alert and friendly children's librarian,—one whose knowledge of books and understanding of children and their reading interests are her unflinching "keys with which to unlock the books" for her readers. She will be a force in the community, striving to make the public library a social institution as well as an educational one for the enlightenment and enrichment of youth.

### *Libraries and the Conflict*

Libraries are directly and immediately involved in the conflict which divides our world, and for two reasons: first, because they are essential to the functioning of a democratic society; second, because the contemporary conflict touches the integrity of scholarship, the freedom of the mind, and even the survival of culture, and libraries are the great tools of scholarship, the great repositories of culture, and the great symbols of the freedom of the mind.—Franklin D. Roosevelt.

# The Undesirable Book

LEWIS M. TERMAN and MARGARET LIMA\*

Undesirable books for children fall into two classes: (1) books that are merely worthless; and (2) books that are directly harmful.

Books that are worthless, both from a literary and from an educational point of view, form a large part of children's reading today. The worthless book is the book that leaves the child with nothing gained either in information, inspiration, or literary appreciation. It gives nothing of value because there is nothing of value in it, although it may carry a strong momentary appeal because of its element of story, sentiment, mystery, or adventure.

This is an age of easy and lucrative authorship. The reading public is steadily increasing, and books for children are in demand. Today, any one who has a facile pen and a vivid imagination, may, if he wishes, turn his attention to the writing of "juveniles" and turn out series books by the dozen that will be read. Some of these prolific writers put out twenty or more stories all woven around the impossible, unreal adventures of a single character or group of characters. Boys' juveniles of this type are usually stories of impossible adventure, pseudo-heroism, athletic prowess, or unreal school life. They are written with no regard for literary style, and they command a market only because they gratify the child's desire to find in his reading the fulfillment of his daydreams and subconscious wishes to excel, to be popular, to lead group or gang, to show heroism in a dangerous situation, or to display astonishing physical prowess. When a child is stimulated to useful activity by the stories of accomplishments of others, the result is well worth while; but when the exploits of the hero are too fantastic to admit of duplication in real life, the results may be extremely harmful. As soon as a child begins to seek in his reading the total satisfaction of his desires, he is entering on a road of dreams and phantasies that may lead to disaster.

A case has come under our observation which illustrates very well the harmful effect of books that prevent activity by arousing desires capable of finding fulfillment only in the dream world of juvenile fiction. The child was a boy of 12 who had read all of the Alger and Tom Swift books. His waking hours were almost an unbroken daydream; he had not learned how to swim or row or how to take part in any of the usual outdoor games and sports in which the normal boy delights. At home he never offered any real assistance to his mother or father, but he often expressed a wish to "earn a fortune" for them. He said one day as he was passing by a small lake with his father, "I wish one of those girls would fall in, so I could rescue her and get a Carnegie medal and have my name in the papers. I bet the girl's father would give me a couple of thousand dollars, and I'd buy an airplane, or invent one, and I'd go to Alaska in it and find a gold mine or a diamond mine or something." The mind of this boy was so filled with improbable adventures that all of life had taken on a tinge of unreality. Instead of learning to swim, he read of the daring aquatic feats of others. Instead of trying to earn money, he wished for sudden wealth and found the fulfillment of his wish in the overnight fortunes that fell to the lucky heroes in his books of unreal and improbable happenings.

It seems that boys are more likely than girls to suffer harm from this type of adventure story. The imagination and the emotions of the boy are stimulated by stories of accomplishment, and a desire for similar activity is aroused. Normally this desire should find an outlet in the boy's daily life, but the situations in the majority of these stories are so fantastic that similar action in real life is impossible. The desire, therefore, turns back to find its fulfillment in the original stimulation: namely, the same book or a similar book. And so a vicious circle is

\*The "Undesirable Book" and "The Desirable Book" are two chapters reprinted from Terman and Lima's book entitled, *Children's reading*. Appleton, c1931. \$2.00. Both chapters are reprinted by permission of the publisher.

formed, with an ever increasing introversion of the mental life.

With girls, it is the sentimental rather than the adventurous element that must be guarded against. Most of the girls' juveniles and series books are so inane, so vapid, so weak, that one would expect their influence to be negligible; nevertheless, books of this kind may so fill the girl's mind with false conceptions of reality that she comes in time to live entirely in a world of her own creation. Girls are especially prone to seek their companions in books rather than in real life. This may be seen in the large amount of re-reading they do. The characters in the books so often re-read finally assume form and substance and become as real companions. A surprising number of 12-, 13- and 14-year-old girls practically isolate themselves from

associates and live in a world formed almost entirely of fictional characters. They may have one girl chum, but they avoid the group and have no group interests. Parents should be alert to such tendencies and should encourage their girls to cultivate objective interests and to seek normal companionships.

One reason why these juveniles have such wide circulation is that they are cheap.

The ultimate expense of such books, however, cannot be figured in terms of dollars and cents. There must be added to the reckoning the wasted hours, a perverted reading taste, a false sense of reality, and a direct loss in education, for the child has consumed to no purpose the leisure which might have been devoted to books of positive educational value.

## The Desirable Book

By the same authors

*General Desirability.*—The desirable book for children's reading should achieve one or more of the following aims:

(1) It should inculcate worthy ideals of conduct and achievement which can actually motivate the child's life. It is necessary to make a sharp distinction here between the type of book which leads to dreams of impossible accomplishments and that which stimulates the formation of ideals that may be realized. (2) It should serve to cultivate an appreciation of the beautiful. (3) It should add to the child's fund of desirable knowledge. (4) It should arouse a desire for further reading of good literature.

It goes without saying that a book need not be informational or instructive to be desirable for children's reading. The book that deals with facts, that has the direct impartation of knowledge as its aim, is, of course, to be highly recommended; but this is only one

field of literature. The book that is capable of fostering an appreciation of the beautiful has a no less important place in children's literature. There is a certain element we seek in books which we term "high literary quality." This is an indefinable, unanalyzable element that distinguishes the great book from the book which is mediocre. Van Dyke achieved it in *The Other Wise Man*, Ruskin in *The King of the Golden River*, and Mark Twain in *The Prince and the Pauper*. The writer whose work shows this quality of high literary merit must possess an inherent sense of beauty, an ability to paint striking word pictures, and a liberality of ideas which prevents him from ever descending into the commonplace. This is the quality that makes a book live, as much in the field of children's literature as in that of the adult. The stories of Hans Christian Andersen, Perrault, Howard Pyle, and John Bennett are all children's literature, but they

are real literature none the less. Books that are as charming in thought and as beautiful in style as these have no need of informational content. A child should read for entertainment as well as for instruction, and his own natural love for "just a story" should never be disregarded. It is an unfortunate child, indeed, who is cheated of his heritage of the literature of traditional fairy tales and whimsical, fantastic stories.

Children undoubtedly do demand a narrative form of writing. They may possibly be prevailed upon to read *A Scientific Study of the Natural Habitat of the American Bear*, but they will sit up all night to finish *The Biography of a Grizzly*. The vocabulary, phraseology, and ideas of the child's book must be within the realm of his own experience. When this condition is met the child is willing to delve deeply into the mysteries of nature, the chronicles of empires, or the geography of foreign lands.

*General Attractiveness.*—Any librarian or dealer in children's books realizes the importance of attractive make-up. Many a fine old classic is never sold or read when it is obtainable only in a poorly bound and poorly printed edition; but when the same book is republished in an attractive binding, with beautiful type and good paper, its circulation may increase many times.

*Length.*—Another item well worth considering in the selection of children's books is the length. Other things being equal, children prefer the book that may be read

through in a comparatively short time. For the younger children, the lines should not be too close together or more than four inches in length. The animal adventure books of Thornton Burgess, for example, probably owe a great deal of their popularity to their brevity.

Of course there is another side to this question of length. A book for children should not be merely a bound pamphlet; it should not be too short. It is a waste of money to buy any considerable number of the tiny nature and animal books that are now being published for young children. They contain so little reading matter that they awaken no desire for re-reading and are cast aside after a half hour's use. A child should come to the end of a book with a desire to re-read it, with a feeling that there is something more to gain. The book that is only a few pages long is not likely to have this effect.

*Illustrations.*—The fourth and last point we would emphasize in regard to the form of the child's book has to do with illustrations. Children's books should always be illustrated, and, for young children, colored illustrations are best. Children, especially before the age of ten years, will choose, almost without exception, the book with colored illustrations and preferably crude and elementary colors, with a huge degree of saturation and brightness. All children like pictures, and the younger the child the more he depends upon them for his information and enjoyment.

### *Civilian Defense*

"I hope that the librarians of the country will feel that they have a great obligation to help in civilian defense. First, by making available to the general public official literature on civilian defense, obtained from State and local Defense Councils. Second, by supplying defense councils, on request, the specific information on problems as they arise about which they lack general knowledge."—Mrs. Franklin Roosevelt.



# Children's Library Service in Minnesota

SARA H. WHEELER

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How have the libraries of Minnesota met the needs of children for library service? How does this service compare with standards of children's library work? These are the main questions we have attempted to answer in this study.

It seemed desirable to look into this subject for there has been no record of conditions of children's service here or in comparable states and thus no yardstick by which to evaluate service in individual libraries. It is hoped that these articles and statistics will make Library Board members fully aware of the importance of allocating adequate funds for children's books and for providing better children's service.

The picture of existing conditions presented here is incomplete. There are limitations in the statistical method itself; limitations which arise out of the rigidity of figures and unqualified "yes" and "no" answers. The questionnaires on which this analysis is based were sent out early in 1941, and are based on the 1940 public library statistics. Many factors which influence the effectiveness of children's service cannot be shown because of limitations of space.

## THE CHILDREN'S DEPARTMENT

A logical point of departure in the evaluation of the information gathered seemed to be the existence or non-existence of a children's department. For the purposes of this study, the term children's department was defined as a room or quarters separate and apart given over entirely to children's work under the supervision of either a full-time or a part-time person. Neither the A. L. A. nor the M. L. A. has established the size a community must be before it should establish a children's department. However, in 1934, the Oregon State Library Planning Commission recommended that in communities of over 5,000 there should be, in addition

to the librarian, one member of the staff who has special children's qualifications.

Using the generally accepted public library standards, it is possible to justify a children's department in communities of 5,000 and over, which receive adequate library support. This justification can be established in two ways. First, a community of 5,000 people should receive \$1.50 per capita of which approximately 55% should be allocated for salaries. This would provide over \$4,000 for salaries—a sum sufficient to employ a librarian, a children's librarian, part-time clerical help and a part-time janitor. Second, according to the formula based on existing conditions in American libraries that for each 2,000 population there should be one staff member plus one-sixth building force member, a library in a community of 5,000 should have two staff members plus a part-time janitor. One of the two should have training in children's work.

These theoretical justifications for a separate children's department must be tempered with a number of practical considerations which will vary in different communities. Most important of these is whether the library receives sufficient funds to employ a second person, let alone one who has library school training in children's work. In some cases establishment of a children's department necessitates separate service desks which in busy hours will overtax the professional staff to the extent that general service must be neglected in order to handle the flow of routine deskwork. Although this situation can be minimized by combining charging and discharging of both adult and children's books at one central desk, it may present insurmountable difficulties in libraries where these departments are on separate floors and have separate entrances.

In spite of the risk of establishing an arbitrary standard, it seems desirable for this study to assume that a children's department,

under the supervision of a trained librarian, should exist in communities of over 5,000 where the library receives adequate support.

Of the thirty-two libraries in communities of over 5,000 which returned the questionnaire, all except five reported a separate children's department, and one, the Hastings library, was omitted because it was primarily a school library. The other four were in communities of from 5,000 to 6,000 and received considerably less than one-half of the minimum support by A. L. A. standards.

In cities of less than 5,000 population, only seven of the sixty-seven libraries reporting have children's departments. In three of these, the librarian also served as children's librarian and in all but one case it seems questionable on the basis of the library's per capita support, whether a children's department is desirable when it may mean curtailment of book funds and a staff inadequate to give satisfactory service.

#### EXISTING CHILDREN'S DEPARTMENTS

*Staff*—"The duties of a librarian in a children's library in a public library, or in a school, demand thorough educational preparation, special training in library work with children, and some special personal traits."<sup>1</sup> Of the twelve libraries in communities of over 10,000 having a children's department, all except one reported a children's librarian. However, only one-half had a full year of library school training. Of those without a library school degree only two had taken summer school courses in library work. This in itself is a serious indictment of children's library service in the larger Minnesota towns and one which should be remedied as soon as possible.

In communities of 5,000 to 10,000 the conditions are even more unfortunate. Of the fifteen libraries reporting, five had no children's librarian, the librarian herself serving in this capacity. Only seven had a full year of library training while four others had taken only a summer school course. More than one-third of the persons responsible for children's work were without library school training of any kind.

*Registered Borrowers*—The importance of library service for children has been emphasized many times. But perhaps the most cogent argument which has been advanced is that the library as a public supported institution has a social obligation to contribute to the development of the new generation of Americans. It would therefore seem that the standards suggested by the Washington Library School that the minimum registration in the children's department be 50% of the public school enrollment of the community is none too high.

The statistical table shows the total children's registration together with the 1940 census figures for the number of children in each community from the ages of five through fourteen. In some cases where the age limits for the children's department differ from those used in the census, there are obvious discrepancies. However, a comparison of these two sets of figures helps to give a fuller picture of the adequacy of children's service in Minnesota communities, and librarians are urged to interpret these figures in the light of the age limits of children's registration. In cases where children living outside the city limits are included, there is a distortion of the picture.

Among the twelve libraries in communities of over 10,000 population, five exceeded the maximum standards of library registration of 75% of the children of school age; four show between 50% and 75% of the children enrolled; and three fell below the minimum standard.

A comparison of library registration with children's population in the smaller communities with children's libraries shows that of the fifteen libraries in this group, eight exceeded the maximum standard; five had between 50% and 75% of the children registered; and in one only 18% of the children used the library!

The table also shows the relation of the children's registration to the total library registration but this figure has little meaning in most cases because its use presupposes that the library is properly serving the community. Whenever the library registration

<sup>1</sup>Effie Power, *Library Service for Children*. A.L.A., 1930. p. 297.



falls below the A.L.A. standard of 45% of the community, a high proportion of children's registration does not necessarily indicate that even the children are being properly served. On the basis of A.L.A. statistics for cities of less than 10,000 the registration of children should be one-third of the total registration and when it falls appreciably below this point the library is very likely falling down on its job.

**Book Collection**—The importance of a strong, useful book collection in a children's department has been clearly stated by Miss Brunat in her article in this issue. The New York Library Extension Division has established as a standard for the children's collection, 25% of the total in the library. The Pennsylvania Library Association, on the other hand, recommends a standard of 20%. This 20-25% figure has been used in analyzing the existing conditions in Minnesota.

Among the children's departments of the larger libraries, two fell below this minimum requirement. The average proportion of children's books to the total collection in these libraries is 24.9%. In the fifteen smaller communities, three fell below the standard but the average is 27.9%.

The 1940 class of the University of Washington School of Librarianship suggested as a tentative standard a minimum of two and a maximum of five volumes per child enrolled in the public schools. Judged by this criterion many of the children's libraries do not have adequate book collections. Although this standard may be criticized because it is based on the number of children in the community rather than on the number using the library, it is a valuable basis for building an adequate book collection which will help to draw into the library many of the children not now using it.

**Book Budget**—The size and quality of any book collection is inevitably tied up with the amount allocated for books and this limited by the total budget, which, on the basis of the printed table, is not satisfactory except in a few instances. The Washington School has also set up budget standards. It is of the opinion that 25% of the total budget should be spent for juvenile books and periodicals;

the Minnesota Library Association set the figures 32-35% as its minimum. A comparison in Minnesota libraries with this standard of 25-35% is revealing. Only two children's libraries in the entire group spent more than 35% of the total book budget for children's books. Two libraries in communities over 10,000 spent below 25%, and one spent only 16%. Of the libraries reporting in the 5,000-10,000 group, five allocated less than the minimum of 25% for children's literature.

A study of the table shows that there is a fairly close correlation between the per cent of the budget spent for children's books and the per cent of children's circulation to the total for the library. Although there are two or three exceptions where book expenditures are low, while the circulation percentage is high, it is obvious that adequate funds are required to maintain a satisfactory circulation.

**Circulation**—Two methods have been followed in setting up standards for circulation of children's books. One is based upon an analysis of the library circulations of fifteen typical American cities of less than 10,000 population. The average children's circulation of these libraries was found to be 35% of the total. This coincides with the New York Library Extension Division's standard of 35% in towns of less than 7,500 population with an increase to 40% of the total circulation in towns with more than 7,500 residents. The Washington Library School treated children's circulation from the standpoint of turnover per child registered, and a minimum of fifteen and a maximum to be expected of forty books per child registered was considered a working standard. The first method shows what the proportion of children's and adult circulations might be expected to be (35-40% children's circulation, 60-65% adult circulation), and the second method provides another yardstick for judging results. A turnover of 15-40 books per child registered allows considerable leeway, yet is a convenient check against the first standard.

Three libraries in the 10,000 plus population group have a children's circulation which is more than 40% of the total, but four libraries in the group fall below even

## MINNESOTA LIBRARIES

STATISTICS OF CHILDREN'S DEPARTMENTS OF PUBLIC LIBRARIES, 1940

PLACE	LIBRARIAN	Annual Salary	Hours Per Week Given to Children's Work	NUMBER OF CHILDREN'S ASSISTANTS			PROFESSIONAL LIBRARY SCHOOL TRAINING		REGISTERED BORROWERS								
				Paid Full-Time	Paid Part-Time	Voluntary Including N.Y.A. & W.P.A.	Number of Quarters	One Full Year	Total for Library	Children's Department	Per Cent of Children to Total Registered	Total Children's Population 5-14 Years (1940 Census)	Per Cent Children's Population Registered				
10,000-30,000																	
Albert Lea	Marion A. Olson	780	36		1	2			3,743	863	23	1,849	45				
Austin	Mrs. Ada Sheets	480	21½						4,009	667 <sup>a</sup>	17	3,080	21				
Bairland	Hasel E. Catlin	1,020	25		1		2		5,431	1,330	24	2,470	53				
Faribault	Lora E. Sutter	720	24		1			1	4,340	1,053	24	1,455	72				
Fergus Falls	Isabel V. Thoun	1,800	35		1				10,704	2,978	28	2,557	4				
Hibbing	Valerie Petrich	1,200	42				1		7,056	2,081	29	2,187	96				
Mankato	Nettie A. Melne	1,320	41					1	10,780	4,059	37	3,369	4				
Rochester	Mrs. Ella Tuchumperlin	1,200	36	1	1	6			8,362	2,591	31	4,319	60				
St. Cloud	Alice H. Johnson	1,140	34					1	7,253	1,325	18	2,137	61				
South St. Paul	Mary A. Holmes	2,040	40	1					5,596	1,366	24	1,994	85				
Virginia	Mary G. Schepers	1,260	39			1		1	3,703	1,409	38	3,480	40				
Winona																	
High		2,040	42						10,780	4,089	40	4,319	95				
Median		1,200	36						8,592	1,385	26	2,329	57				
Low		480	21½						3,703	667	17	1,455	21				
5,000-10,000																	
Benidji	Marie Knudson <sup>1</sup>	1,440	16	1				1	2,724	881	31	1,555	55				
Chisholm	Velma Barrett	1,680	42	2				1	3,121	578	19	1,048	56				
Croquet	Eden J. Jensen	1,260	21½			1			3,531	1,972	56	1,127	4				
Crookston	Lela Jackson	600	20				1		3,141	1,045	34	1,102	76				
Ely	Alice Ruth King <sup>1</sup>	1,200	30		4				2,432	709	30	1,872	91				
Eveth	Alice O. Johnson	1,440	39	1		2		1	5,577	1,125	20	971	4				
Farmington	Mary Edwards	1,480	39						3,767	201	5	1,125	18				
International Falls	Mrs. Eleanor B. Piau	1,200	39		1	3		1	2,581	1,489	60	1,878	4				
Moorehead	Mrs. Edith M. Hegwer <sup>1</sup>	1,260	39		1	2		1	5,132	1,155	23	1,599	72				
New Ulm	Era F. Hegwer <sup>1</sup>	1,500	4						4,215	2,105	50	1,391	4				
Owatonna	Ellis A. Phillips	1,020	30			1		1	4,858	1,085	22	1,473	73				
Red Wing	Lella M. Stokles	660	26½		1				7,212	3,331	46	1,308	4				
Stillwater	Gretchen Tuenge	720	25		2				4,454	1,235	28	1,030	4				
Willmar	May H. Hansen	1,320	39			1	1		3,154	976	31	1,107	86				
Worthington	Noomi M. Moles	480	18			1			2,479	943	38	1,107	4				
High		1,680	42						7,212	3,331	60	1,599	91				
Median		1,200	25						3,431	1,085	31	1,107	73				
Low		480	16						2,479	201	5	872	18				

<sup>1</sup>No children's librarian—librarian also serves in that capacity.<sup>a</sup>W.P.A. attendant.<sup>b</sup>Represents nine-month period.

## MINNESOTA LIBRARIES

303

## STATISTICS OF CHILDREN'S DEPARTMENTS OF PUBLIC LIBRARIES, 1940

PLACE	BOOK COLLECTION			CIRCULATION			EXPENDITURES						
	Volumes in Library	Volumes in Department	Per Cent of Children's Collection to Total	Total for Public Library	Children's Department	Per Cent of Children's Circulation to Total	BOOKS, PERIODICALS, ETC.			TOTAL			
							Public Library	Children's Department	Per Cent of Book Budget for Children's Books				
<b>10,000-30,000</b>													
Albert Lea.....	9,171	2,568	28	56,016	18,923	34	70	1,800	598	33	7,071	651	9
Austin.....	17,778	5,088	28	148,368	86,397	55	129	2,580	789	31	7,495	1,655	23
Brainerd.....	16,108	3,718	23	47,317	16,392	35	8	2,680	210	26	2,974	690	23
Brainerd.....	21,856	3,328	15	88,765	33,204	37	25	2,541	828	33	11,972	1,950	16
Fergus Falls.....	17,983	4,742	32	59,922	18,781	31	18	1,435	412	29	5,206	1,288	25
Hibbing.....	78,571	20,000	25	220,490	99,314	45	33	5,781	2,300	40	34,000	5,985	18
Manly.....	30,842	6,802	22	122,111	35,604	21	17	2,621	662	25	9,619	1,862	20
Mankato.....	39,159	10,904	28	254,025	82,807	33	20	5,832	2,300	25	23,776	3,548	21
Rochester.....	33,981	10,320	30	134,805	90,416	67	35	3,816	1,158	30	16,500	3,458	21
St. Cloud.....	33,981	10,320	30	134,805	90,416	67	35	3,816	1,158	30	16,500	3,458	21
South St. Paul.....	18,907	3,405	23	46,540	15,558	34	12	1,959	312	16	7,472	1,452	18
Virginia.....	47,740	13,057	28	179,412	64,838	36	47	7,837	2,431	31	28,369	5,173	19
Winona.....	33,155	3,627	11	108,771	27,604	25	19	4,197	795	18	16,085	2,914	18
High.....	78,571	20,000	30	254,025	4,089	67	129	7,837	2,431	40	34,000	5,985	25
Median.....	26,349	4,742	24	115,442	1,388	35	23	2,000	789	30	10,700	1,862	19
Low.....	9,171	2,568	11	46,540	667	21	8	791	210	16	2,974	651	9
<b>5,000-10,000</b>													
Bemidji.....	4,855	1,533	32	57,226	14,369	21	16	1,430	4	2	4,806	2	2
Chisholm.....	42,859	14,567	34	113,734	46,845	41	24	5,517	549	26	35,441	2	2
Cloquet.....	21,425	8,960	41	98,747	44,174	45	110	2,110	612	31	11,262	1,819	16
Crookston.....	13,614	3,415	25	62,381	25,383	41	23	1,946	612	31	5,842	1,287	22
Ely.....	9,018	2,794	31	44,542	12,610	28	16	1,176	410	36	4,436	2	2
Eveleth.....	25,126	6,816	27	82,867	34,320	41	30	2,551	551	22	14,994	2,800	19
Fairmont.....	12,712	5,272	41	68,185	20,620	30	102	2,014	735	36	4,355	1,215	28
International Falls.....	32,286	3,000	9	51,275	25,080	49	16	1,170	735	36	4,355	1,215	28
Moorehead.....	16,053	1,526	17	58,227	13,682	23	11	1,085	207	24	8,010	2	2
New Ulm.....	8,963	1,526	17	40,795	10,067	39	7	854	207	24	5,501	2	2
Owatonna.....	18,741	5,331	28	95,109	31,548	33	29	2,351	312	21	8,896	1,500	17
Red Wing.....	18,714	5,193	28	106,556	29,808	28	15	2,080	384	18	7,905	1,500	18
Stillwater.....	25,026	3,161	13	66,954	16,994	25	12	1,300	235	17	5,191	966	19
Willmar.....	10,832	2,981	35	36,296	12,413	34	12	1,347	426	31	3,621	1	1
Worthington.....	8,406	2,981	35	47,476	21,136	42	22	1,347	426	31	4,428	1,114	25
High.....	42,859	14,567	41	113,734	46,845	49	110	5,517	735	36	35,441	2,800	28
Median.....	16,053	3,415	28	62,381	21,136	34	16	1,430	469	25	5,601	1,894	19
Low.....	4,855	1,526	9	36,296	12,413	21	7	714	207	17	3,621	966	16

†Estimated.  
‡Includes branches.  
§Covers eight-month period.

¶Includes county.  
‡Data not available.

the minimum requirements for libraries in communities of less than 7,500.

In seven, or almost half of the libraries reporting in the 5,000-10,000 group, children's circulation was more than 35% of the total. However, five reported less than 30%.

The circulation per child registered in Minnesota libraries shows great variations. Two libraries in the higher population group lent more than 40 books while three lent less than 15.

Two libraries in the 5,000-10,000 population group had an annual circulation of over one hundred books per child registered yet the relation of their children's circulation to the total is not especially high, which indicates that they are not reaching a very large proportion of children. Five libraries in this group failed to come up to the minimum standard of 15 books.

*Conclusions*—It has been shown that service to children can be advantageously organized into a separate children's department under the supervision of a trained children's librarian in communities over 5,000 population if the library receives adequate financial support. However, in many communities in this population category, service to children is seriously handicapped. In fact, the point at which Minnesota libraries suffer most in comparison with existing standards is lack of trained children's librarians. When one considers the tremendous influence the librarian can exercise in developing the reading habits and tastes of our most impressionable citizens, our standards for personnel cannot be set too high. Christopher Morley has well said "Is there anything on earth more touching than a child reading? . . . Behind every such child is the heart and brain of some teacher or librarian who made the book possible and put it into his hand. That is one thing libraries do, and it is the greatest thing I know."

#### THE CHILDREN'S ALCOVE

Although the larger libraries have separate children's departments, the great majority of Minnesota public libraries are in communities where population and funds for library

support are not sufficient to justify this expense. Children's service is carried on in conjunction with adult work, usually under the direction of a single staff member.

The term children's alcove has been defined as a small room for children adjacent to the main reading room, or a small alcove corner of the reading room with a few shelves, chairs and a table or two.

In appraising children's service in libraries of this character, the same standards described above should be applied. Limitations of space prevent the inclusion of a detailed statistical table showing conditions in each of the small libraries. A survey of the returns from the questionnaires shows that while communities vary greatly in quality of children's work, in general the service in smaller communities is definitely inadequate.

In these communities it is advisable for the librarian or the library board to make a careful appraisal of services to children in the light of the standards already noted. In making this survey it is also desirable to consult with the school authorities and if possible to work out a cooperative scheme whereby the resources of the public library and the school library are so integrated that with a minimum of duplication they will render the most effective service to children.

In communities where the budget is so inadequate that the library cannot afford a trained children's librarian, it may be possible by joining with several other similar libraries to employ a regional children's librarian. Under such an arrangement the librarian could spend a few days a week in each library, supervising the book selection, working with the school and developing a vital service for children. In general, only by such a cooperative arrangement will the children in the small Minnesota communities receive adequate library service.



# WAR INFORMATION SERVICE

## Library Project Redirected

Plans are now being formulated for a statewide WPA Project to lend assistance to war information centers as part of the War Services Section of the Works Projects Administration. This project will provide assistance wherever available to libraries where such assistance can be used or is needed to establish war information centers. May 1 marked the end of the WPA Statewide Library Project in line with the policy that all WPA Projects must be concerned with the national war effort.

The purpose of the War Information Service, an important program already recognized as fundamental to the war effort by government agencies as well as by the policy adopted by the A. L. A., is to assist in providing, promoting and establishing a network of war information centers which will reach village, town and rural areas of Minnesota as well as metropolitan and urban areas. This program will be carried on in five phases:

- Assistance to libraries designated as key information centers by Federal agencies (list printed elsewhere in this issue).
- Assistance in the form of personnel, materials, pamphlets, exhibits, etc. to those libraries not thus designated.
- Assistance in the form of personnel, materials, technical aid, publicity, etc. to State, County or local Defense Councils.
- Assistance to libraries on military reservations (Fort Snelling).
- Conversion of county library demonstration units into war information centers, thus providing materials on a county-wide scale. (Such centers are already operating in 92 communities—75 demonstration units in seven counties and 17 in the Blue Earth County library system.)

Plans call for the operation of this project on a statewide basis under the sponsorship of Civilian Defense Councils and the co-sponsorship of libraries, city councils, public schools or whatever agencies may be assisting in the civilian defense or war program. It is proposed that the program be carried on directly by a committee of the State Council to be known as the State Advisory Education and War Information Committee with the Library Division of the State Department of Education as the cooperating sponsor.

From a state headquarters or clearing house, all material will be collected and distributed to all war information centers (except those officially designated as key centers). WPA assistance will be provided as far as it is available to those libraries maintaining such war information centers as well as to other centers designated by Civilian Defense Councils.

As part of this program, publicity materials will be prepared and distributed to acquaint residents of the state with the location of, function of, and subjects included in these centers. Publicity to be provided will also include radio scripts and news stories to further the use of such centers. Bulletin board materials, bibliographies, posters, exhibit materials, etc. are also planned for in some quantities.

It is proposed as far as possible to carry on these centers in such a manner that a "one point" service center will develop where all information pertaining to local defense efforts may be provided as well as service for the distribution of informative materials. WPA assistants in these centers will receive an intensive training program so that they may carry on this program with the supervision of trained library personnel.

# SALMAGUNDI

## Victory Book Campaign Report

The last check-up of books collected totals 165,275, with word of more to come. In the national report for March, Minnesota, 18th in population, ranked 12th in the total of books given.

The plan of state organization, as befitting a region of rugged individualists, followed no set pattern but was adjusted to local preference. A large part of the state campaigned by towns, some localities by counties, a few by parts of counties and others by areas. Some campaigns were short and intensive, others spread over a long period. The state mailing list to campaign centers covered 623 points.

Each locality undertook the campaign with enthusiasm and made of it a real community enterprise. The Red Cross, American Legion, Veterans of Foreign Wars, Minnesota Congress of Parents and Teachers, The D. A. R., Minnesota Federation of Labor, State C. I. O. Council, Minnesota Federation of Women's Clubs, W. P. A., U. S. O., churches, schools, County agents, school superintendents, school librarians, Boy Scouts, Girl Scouts and 4-H clubs cooperated heartily. Splendid help was given by newspapers, the radio and movie houses. Trucking firms and drivers of private cars have been most generous in helping with transportation.

The Librarians of Public Libraries took the direction of the campaign wherever possible and on them fell the heavy burden of sorting the thousands of books that poured in.

Several thousand children's books and feminine love stories have been received, which are not suited for the use of the armed forces. The State Directors have been told that they may use these for any local needs, such as hospital library service, W. P. A. projects to take reading to new industrial areas created by defense, and use for the

families of the soldiers. If no local needs exist, directors are asked to write to Mr. Connor, who has on file requests for books from mountaineer schools, migratory camps, and others.

As to the helmet worn by the soldier in our poster—it was copied exactly from the new-issue helmet for soldiers in action. Since we are familiar with uniforms in training camps this helmet had a foreign appearance.

Books from our drive have gone to Ireland and to Kodiak, Alaska. Our 7th corps area has been well looked after. Southern camps are being cared for as fast as transportation can be arranged. A large division of our troops in a New Jersey camp was furnished books within a few days of their request. Fort Snelling and local soldiers' clubs in the Twin Cities where boys from all over the state gather are being generously supplied.

*There is still need for books:* Additional camps are being set up so that the need for books constantly grows. With every American Merchantman that has been sunk, the library of that boat has gone to the bottom.

Minnesota has been generous but the 5 million goal originally set is far short of filling the needs of our men now in service. Although it is not planned to continue an active drive, it is hoped that books will continue to come in and that our libraries will receive and ship them.

Would it not be possible for libraries and other local directors to appeal for books from time to time? Persons should be encouraged to share the books they have enjoyed reading with the boys in camp.

The State Committee and the State Director cannot speak too highly of the splendid work done all over the state and the fine spirit and enthusiasm with which it has been carried on—RUTH ROSHOLT, State Director, Victory Book Campaign.



### Inter-Library Loans

On April 1, 1942, the inter-library loan service, in which the Minneapolis and St. Paul public libraries and the University of Minnesota Library have been cooperating, had been in effect for one year. The Library Division has acted as a clearing house for these loans.

Up to April 1st, 41 public libraries had availed themselves at least once of the inter-library loan service. Many libraries had had 5 or more such loans during the year. In addition, loans were arranged for 8 school and college libraries, 1 county library, 1 W. P. A. County Library Demonstration Station, and 6 individual borrowers who did not have access to any library.

The inter-library loan service has made available to serious readers all over the state the resources of three large libraries in the Twin City area. The service charge of 25c for the first book and 10c for each additional book has relieved the financial burden for the lending libraries, and has made it possible for readers to have access to large collections of books without a sense of obligation, but with the feeling that they are paying a just amount for services rendered.

The few requests which could not be filled were for material now owned by any of the three libraries, material, such as periodicals and recent fiction, which was specified as not available for inter-library loan, or material in constant demand in the lending libraries.

In any inter-library loan transaction, the librarian's litany of "Author, title, publisher, and date" is quite as important as in any other library work. For the borrowing library to put the burden of proof, so to speak, upon the lending library by omitting this bibliographical information, is to lessen its chances of getting the exact material needed. If no specific titles are available, a clear description of the person and the purpose for which the loan is being made is necessary in order that time and money shall not be spent in sending books which are not suitable for the reader.

Experience with the inter-library loan service during its first year indicates that any library might profit occasionally by its use, especially those libraries which heretofore have neglected to avail themselves of this service.

All requests for inter-library loans should be addressed to the Library Division, which will be glad to answer any questions concerning the service.—MARIE D. PECK.

### Can You Supply?

The Library Division is anxious to procure some of the older numbers of LIBRARY NOTES AND NEWS in order to make up a complete duplicate file. At present it does not have on hand any of the numbers listed below. Can you supply them for us?

- V. 1, No. 1—December, 1904
- No. 5—December, 1905
- No. 6—February, 1906
- No. 7—April, 1906
- No. 8—October, 1906
- V. 2, No. 3—September, 1907
- No. 5—January, 1908
- V. 3, No. 1—March, 1910
- No. 9—March, 1912
- V. 4, No. 4—December, 1913
- No. 10—June, 1915
- V. 5, No. 8—December, 1917
- V. 6, No. 3—September, 1919
- No. 5—March, 1920
- No. 7—September, 1920
- V. 7, No. 7—September, 1923
- V. 8, No. 6—June, 1926
- No. 9—March, 1927
- V. 9, No. 5—March, 1929
- V. 10, No. 5—March, 1932
- V. 11, No. 5—March, 1935
- V. 12, No. 3—September, 1937

In addition the Division is very anxious to obtain a copy of the Third Biennial Report of the State Public Library Commission for 1903-1904.

### Library Institute

An Institute devoted to reference work will be held by the Graduate Library School, University of Chicago, June 29-July 10. It is intended for library administrators and staff members and teachers concerned with the reference functions and equipment of public, school, college, university, and research libraries.

The program will include three major topics: (1) the reference function in different types of libraries; (2) the special reference need in certain subject areas; and (3) a critique of library equipment, technical processes, administration, personnel, and training in the light of reference requirements and procedures. A registration fee of \$5 will be charged. For further information write to the Graduate Library School.

### Information Centers

The following public libraries in Minnesota have been selected as war information centers by various Government agencies. Pamphlets assembled by the U. S. Information Service are sent monthly to these libraries.

Albert Lea, Anoka, Bemidji, Chisholm, Cloquet, Crookston, Duluth\*, Ely\*, Eveleth, Faribault, Grand Rapids\*, Hibbing\*, Hutchinson, International Falls\*, Lake City, Mankato\*, Marshall, Minneapolis\*, Montevideo, Moorhead, Morris, Owatonna\*, Red Wing, Redwood Falls, St. Cloud, St. Paul\*, Stillwater\*, Thief River Falls\*, Two Harbors\*, Virginia\*, Waseca\*, Winona.

### Librarian Honored

On Monday evening, March 9th, a community reception was tendered Miss Adelaide Rood, Librarian of the Sumner Branch Library, Minneapolis, in recognition of her twenty-five years service as librarian of this

\*Serves County.

Branch. Brief talks were given by Mr. E. C. Gale, President of the Board, Mr. Vitz and Miss Gratia Countryman. Many congratulatory letters and telegrams were received and read.

### Free On Request

The following publications may be obtained free on request from the Library of Congress: *Union Catalog of the Library of Congress*; *L. C. Classification Schedules*; *Material in the Division of Manuscripts of the Library of Congress*; *Federal Regulations of the Copyright Office*; *Talking Books*; *Books in Braille*; *Books in Moon*; *The Library of Congress*; *General Survey and Objectives by the Librarian*; *Constitution of the U. S.*, and *Magna Carta*.

### Trustee Meeting

The Range Library Trustees Association held its spring meeting in Chisholm on Tuesday evening May 12th. Dr. David Bryn-Jones of Carleton College was the guest speaker who discussed "The Worlds' New Order and Books About it."

### "Education for Victory"

The U. S. Office of Education is sponsoring a new biweekly publication entitled *Education for Victory*. This publication supplants "School Life" for the duration of the war, and will carry information to help education mobilize to win the war. The subscription rate is \$1.00 for 24 issues. Each issue will vary from 16 to 32 pages.

### Twin City Club

The spring meeting of the Twin City Library Club was held at the Women's City Club of St. Paul on Tuesday evening, May 12. Mrs. A. W. Lilley of Hudson, Wisconsin was banquet speaker. Her topic was "Looking at Life," which dealt with personal observations on life in present day India.

# BOOKS AND PAMPHLETS

## Children's Books for First Purchase

Compiled by Eleanor Davis

*The following list includes only the most essential first purchases. It is intended for the small library whose book funds permit purchase of few books. The smaller the collection, the more important it is to limit it to the few best titles, new and old, in the most attractive inexpensive editions.*

*Every librarian should also use Beust, N. E. 500 BOOKS FOR CHILDREN. U. S. Office of Education, Washington, D. C. 15c. Librarians of all except the very smallest libraries should in addition select from the Children's CATALOG, published by the H. W. Wilson Co. on a service basis.*

Author	Title	Publisher	Price	Age
Aesop	Fables (Children's classics)	Macmillan	\$.100	5-10
Alcott, L. M.	Little men (Orchard House ed.)	Little	1.00	10-16
Alcott, L. M.	Little women (Orchard House ed.)	Little	1.00	10-16
Allee, M. H.	Susanna and Tristram	Houghton	2.00	10-14
Altsheler, J. A.	Horsemen of the plains	Grosset	1.00	10-14
Altsheler, J. A.	Young trailers	Appleton	1.75	10-14
Andersen, H. C.	Fairy tales (Newbery classics)	McKay	.60	9-12
Anderson, C. W.	Billy and Blaze	Macmillan	1.00	4-8
Angelo, Valenti	Nino	Viking	2.00	9-12
Arabian Nights	Arabian Nights (Children's classics)	Macmillan	1.00	10-12
Armer, L. A.	Waterless Mountain	Longmans	2.50	8-12
Aulaire, I. M. & E. P. d'	George Washington	Doubleday	2.00	5-9
Aulaire, I. M. & E. P. d'	Abraham Lincoln	Doubleday	2.00	5-9
Aulaire, I. M. & E. P. d'	Ola	Doubleday	2.00	5-9
Assn. for childhood	Sung under the silver umbrella; poems	Macmillan	2.00	6-10
Assn. for childhood	Told under the green umbrella	Macmillan	2.00	8-10
Atwater, R. T.	Mr. Popper's penguins	Little	1.50	8-10
Baker, Olaf	Shasta of the wolves	Dodd	2.50	10-14
Bandeira Duarte, M. E.	Legend of the palm tree	Grosset	1.00	7-10
Bannerman, Helen	Little black Sambo	Stokes	.50	3-7
Barnett, Grace	Homesteader's horses	Oxford	1.50	6-10
Barrie, J. M.	Peter and Wendy	Silver	.92	9-12
Bartusek, Libushka	Happy times in Czechoslovakia	Knopf	2.00	8-14
Baylor, F. C.	Juan and Juanita (Riverside Lit. series)	Houghton	.84	8-12
Beebe, Catherine	Just around the corner	Oxford	1.25	4-7
Benet, Laura	Hidden Valley	Dodd	2.00	11-14
Bennett, John	Master Skylark	Appleton	2.00	10-14
Beskow, E. M.	Pelle's new suit	Harper	1.50	3-6
Best, Herbert	Garram the hunter	Doubleday	2.00	10-14
Bianco, Mrs. M. W.	Winterbound	Viking	2.00	11-14
Bigham, M. A.	Sonny elephant (School ed.)	Little	.80	4-7
Boutet de Monvel, L. M.	Joan of Arc	McKay	1.50	10-12
Bowman, J. C.	Tales from a Finnish tupa	Whitman	2.50	8-12
Boylston, H. D.	Sue Barton, student nurse	Little	2.00	12-16
Brink, Mrs. C. R.	Anything can happen on the river	Macmillan	1.00	10-14
Brink, Mrs. C. R.	Caddie Woodlawn	Macmillan	2.00	10-14
Brock, E. L.	At midsummer time	Macmillan	1.50	8-10
Brock, E. L.	Heedless Susan	Knopf	1.75	10-12
Brooke, L. L.	Johnny Crow's garden	Warne	1.25	4-6
Brooke, L. L.	Johnny Crow's party	Warne	1.25	4-6
Brown, A. F.	In the days of giants: Norse tales	Houghton	1.50	8-10

Author	Title	Publisher	Price	Age
Browne, Frances.....	Granny's wonderful chair (Childs garden).....	Winston .....	.60	7-10
Bryan, Dorothy.....	Fun with Michael.....	Doubleday ...	1.00	4- 8
Bryant, S. C.....	Epaminondas and his auntie.....	Houghton ...	.75	4- 6
Buckley, H. M.....	In storm and sunshine.....	Amer. Book..	.64	6- 8
Buff, Mrs. M. M.....	Dancing Cloud, the Navajo boy.....	Viking .....	2.00	8-10
Burgess, Gelett.....	Goops and how to be them.....	Stokes .....	2.00	4- 8
Burglon, Nora.....	Sticks across the chimney.....	Holiday .....	2.00	9-12
Bush, B. A.....	Prairie Rose (Beacon Hill bookshelf) ..	Little .....	2.00	10-14
Caldecott, Randolph.....	Miniature picture book No. 1.....	Warne .....	.75	6- 8
Carr, M. J.....	Children of the covered wagon.....	Crowell .....	2.00	9-12
Carr, M. J.....	Top of the morning (verses).....	Crowell .....	1.50	3- 6
Carr, M. J.....	Young Mac of Fort Vancouver.....	Crowell .....	2.00	12-16
Carrick, Valery.....	Picture tales from the Russian.....	Stokes .....	1.25	5- 8
Carroll, Lewis.....	Alice's adventures in Wonderland; and Through the looking glass (Child- ren's classics).....	Macmillan ...	1.00	8-12
Carryl, C. E.....	Davy and the goblin (Riverside book- shelf) .....	Houghton ...	2.00	6-12
Casserley, A. T.....	Michael of Ireland.....	Harper .....	1.50	8-10
Charles, R. H.....	Roundabout turn.....	Warne .....	1.50	6- 8
Chrisman, A. B.....	Shen of the sea.....	Dutton .....	1.00	8-10
Clark, M. E. & Quigley, M. C.....	Poppy seed cakes.....	Doubleday ...	2.00	4- 8
Clark, Mrs. A. N.....	In my mother's house.....	Viking .....	2.00	6-10
Clemens, S. L.....	Adventures of Huckleberry Finn.....	Grosset .....	.50	11-15
Clemens, S. L.....	Adventures of Tom Sawyer.....	Grosset .....	.50	11-15
Clemens, S. L.....	Prince and the pauper.....	Harper .....	1.00	11-14
Coatsworth, E. J.....	Away goes Sally.....	Macmillan ...	2.00	8-10
Coatsworth, E. J.....	Five bushel farm.....	Macmillan ...	2.00	8-10
Coatsworth, E. J.....	Cat who went to heaven.....	Macmillan ...	2.00	9-14
Craik, D. M.....	Adventures of a brownie (Child's garden) .....	Lipp. ....	.50	8-10
Craik, D. M.....	Little lame prince (Children's classics) ..	Lipp. ....	.50	8-10
Credle, Ellis .....	Down, down the mountain.....	Nelson .....	2.00	8-10
Dalgliesh, Alice.....	America travels.....	Macmillan ...	2.00	9-12
Dalgliesh, Alice.....	Smiths and Rusty.....	Scribner .....	1.75	6-10
Darling, E. B.....	Baldy of Nome.....	Penn .....	2.50	12-16
Daugherty, J. H.....	Andy and the lion.....	Viking .....	1.50	6- 8
Daugherty, J. H.....	Daniel Boone.....	Viking .....	2.50	12-16
De Angeli, M. L.....	Henner's Lydia.....	Doubleday ...	2.00	6- 8
De Angeli, M. L.....	Thee, Hannah!.....	Doubleday ...	2.00	8-10
De Angeli, M. L.....	Elin's Amerika.....	Doubleday ...	2.00	7-10
Defoe, Daniel.....	Robinson Crusoe (Illus. classics).....	McKay .....	1.00	9-16
De La Mare, W. J.....	Peacock pie (poems).....	Holt .....	2.00	6-12
De La Ramee, L.....	Dog of Flanders (Children's classics) ..	Lippincott ...	.50	8-10
Deming, E. W. & T. C.....	Indians in winter camp (Educ. ed.).....	Whitman .....	.75	8-12
Deming, E. W. & T. C.....	Little Eagle .....	Whitman .....	.90	6- 9
Dix, B. M.....	Merrylips .....	Macmillan ...	2.00	10-12
Dodge, Mrs. M. M.....	Hans Brinker.....	Garden City ..	1.00	9-14
Drummond, Henry.....	Monkey that would not kill.....	Dodd .....	1.50	9-12
Eaton, Jeanette .....	Leader by destiny, George Washington ..	Harcourt .....	3.00	12-15
Eldridge, E. J.....	Yen-Foh, a Chinese boy.....	Whitman .....	1.00	7- 9
Enright, Elizabeth.....	Sea is all around.....	Farrar .....	2.00	8-12
Enright, Elizabeth.....	Thimble summer.....	Farrar .....	2.00	8-12
Falls, C. B.....	A B C book.....	Doubleday ...	1.50	4- 6
Field, R. L.....	Hitty—her first hundred years.....	Macmillan ...	1.00	10-12
Finger, C. J.....	Tales from silver lands.....	Doubleday ...	2.50	10-14
Flack, Marjorie .....	Angus and the ducks (and other Angus books) .....	Doubleday ...	1.00	4- 6
Flack, Marjorie .....	Story about Ping.....	Viking .....	1.00	6- 8
Folger, Doris .....	Rusty Pete of the Lazy AB.....	Macmillan ...	1.75	10-14



Author	Title	Publisher	Price	Age
French, H. W.	Lance of Kanana	Lathrop	1.25	10-15
Fyleman, Rose	Fairies and Chimneys (verse)	Doubleday	1.25	5-12
Gag, Wanda	Millions of cats	Coward	1.50	4-8
Gall, Mrs. A. C.	Wagtail	Oxford	1.00	8-10
Garrard, Phillis	Banana tree house	Coward	2.00	7-10
Gates, Doris	Blue willow	Viking	2.00	9-12
Gates, Doris	Sarah's idea	Viking	1.50	8-12
Geisel, T. S.	And to think that I saw it on Mulberry street	Vanguard	1.25	6-10
Gill, R. C.	Paco goes to the fair	Holt	2.00	7-10
Gray, E. J.	Fair adventures	Viking	2.00	12-15
Grahame, Kenneth	Wind in the willows	Scribner	1.00	10-13
Grey, Katherine	Rolling wheels (Beacon Hill bookshelf)	Little	2.00	10-16
Grey Owl	Sajo and the beaver people	Scribner	2.50	8-12
Hader, B. H.	Cock-a-doodle-doo	Macmillan	2.00	4-6
Hader, B. H.	Jamaica Johnny	Macmillan	2.00	8-10
Hager, A. R.	Wings to wear	Macmillan	2.00	10-14
Hale, L. P.	Peterkin papers (Riverside bookshelf)	Houghton	2.00	10-12
Hamsun, Fru Marie	Norwegian farm	Lippincott	2.00	10-12
Handforth, Thomas	Mei Li	Doubleday	2.00	6-8
Hanna, P. R.	Peter's family (first reader)	Scott	.60	6-7
Harris, J. C.	Uncle Remus retold	Appleton	.80	8-12
Haskell, Mrs. H. E.	Katrinka, story of a Russian child	Dutton	2.00	10-12
Hawes, C. B.	Mutineers	Little	2.00	12-15
Hawthorne, Nathaniel	Wonder book and Tanglewood tales	Winston	1.25	10-14
Hayes, Marjorie	Little house on wheels	Little	2.00	8-11
Haywood, Carolyn	B is for Betsy	Harcourt	2.00	7-9
Haywood, Carolyn	Betsy and Billy	Harcourt	2.00	7-9
Henry, Marguerite	Auno and Tauno, a story of Finland	Whitman	1.00	6-8
Hess, Fjeril	Buckaroo	Macmillan	2.00	12-16
Hill, Helen & Maxwell, Violet	Charlie and his kitten Topsy	Macmillan	1.00	4-6
Holling, H. C.	Paddle-to-the-sea	Houghton	2.00	7-12
Horne, R. H.	Memoirs of a London doll	Macmillan	1.00	8-10
Hooker, F. C.	Star: the story of an Indian pony	Sun Dial	.75	9-13
Hubbard, M. A.	Little Whirlwind	Macmillan	2.00	10-14
Huber, M. B.	Cinder the cat	Amer. Book	.60	4-6
Hudson, W. H.	Little boy lost	Knopf	1.25	7-12
Hunt, C. W.	About Harriet	Houghton	2.00	8-10
Hunt, M. L.	Benjie's hat	Stokes	1.75	7-11
Hunt, M. L.	Little girl with seven names	Stokes	1.50	5-8
James, Will	Smoky the cowhorse	Scribner	1.00	12-16
Judson, C. L.	Pioneer Girl	Rand	.50	7-12
Kaler, J. O.	Toby Tyler; or ten weeks with a circus	Harper	.50	8-12
Kelly, E. P.	Trumpeter of Krakow	Macmillan	2.50	12-16
Kipling, Rudyard	Two jungle books	Garden City	1.00	9-14
Kipling, Rudyard	Just-so stories	Garden City	1.00	8-12
Knight, E. M.	Lassie-come-home	Winston	2.00	10-16
Lagerlöf, S. O. L.	Wonderful adventures of Nils (School ed.)	Doubleday	1.00	8-12
Lathrop, D. P.	Animals of the Bible	Stokes	2.00	6-10
Lathrop, D. P.	Fairy circus	Macmillan	2.50	8-10
Lathrop, D. P.	Hide and go seek	Macmillan	1.50	6-8
Lathrop, D. P.	Who goes there?	Macmillan	1.50	6-8
Lattimore, E. F.	Little Pear	Harcourt	2.00	5-8
Leaf, Munro	Story of Ferdinand	Viking	1.00	4-8
Lear, Edward	Jumbles and other nonsense verses	Warne	1.50	6-10
Le Fevre, Felicite	Cock, the mouse and the little red hen	Macrae Smith	1.00	6-8
Lenski, Lois	Animals for me (verses-pictures)	Oxford	.75	2-5

Author	Title	Publisher	Price	Age
Lewis, E. F.	Young Fu of the upper Yangtze.	Winston	2.00	10-16
Lida	Fluff, the little wild rabbit.	Harper	1.00	4-8
Lida	Pom Pom, the little red squirrel.	Harper	1.00	4-8
Lide, A. A.	Yinka-Tu the Yak.	Viking	2.00	6-10
Lindman, Maj.	Snipp, Snapp, Snurr, and the red shoes.	Whitman	1.00	6-10
Lindman, Maj.	Snipp, Snapp, Snurr, and the yellow sled	Whitman	1.00	6-10
Lofting, Hugh	Story of Dr. Dolittle (Popular ed.)	Stokes	1.50	6-12
Lofting, Hugh	Voyages of Dr. Dolittle.	Stokes	2.50	6-12
Lorenzini, Carlo	Pinocchio (Children's classics)	Macmillan	1.00	8-12
Lovelace, M. H.	Betsy-Tacy	Crowell	1.75	6-10
McCloskey, Robert	Make way for ducklings.	Viking	2.00	4-8
McCormick, D. J.	Paul Bunyan swings his axe.	Caxton	2.00	8-10
MacDonald, George	At the back of the north wind.	Lippincott	.50	9-12
MacDonald, George	Princess and the goblin.	Macmillan	1.00	8-12
McDonald, L. S.	Sheker's lucky piece.	Oxford	1.75	7-10
Machetanz, Frederick	Panuck, Eskimo sled dog.	Scribner	1.50	6-10
McNeely, M. H.	Jumping off place.	Longmans	2.00	9-13
Maeterlinck, Maurice	Bluebird for children.	Silver	.92	10-12
Malkus, Alida	Silver llama	Winston	2.00	10-14
Mallette, G. E.	Chee-Cha-Ko	Doubleday	2.00	12-16
Mallette, G. E.	Into the wind.	Doubleday	2.00	12-16
Marshall, Dean	House for Elizabeth.	Dutton	2.00	6-10
Masefield, John	Jim Davis.	Grosset	1.00	10-16
Meadar, S. W.	Trap-lines north	Dodd	2.00	14-18
Meadar, S. W.	Red Horse Hill.	Harcourt	2.50	10-16
Means, F. C.	Candle in the mist.	Houghton	2.00	12-16
Medary, Marjorie	Joan and the three deer.	Random	2.00	6-10
Meigs, C. L.	Swift Rivers (Beacon Hill bookshelf)	Little	2.00	12-14
Milne, A. A.	When we were very young.	Dutton	1.00	6-12
Milne, A. A.	Now we are six.	Dutton	1.00	6-9
Milne, A. A.	Winnie-the-pooh	Dutton	1.00	6-9
Moon, G. P.	Chi-Wee	Doubleday	2.00	8-12
Moon, G. P.	Nadita	Sun Dial	.75	5-8
Morley, M. W.	Donkey John of the Toy Valley.	McClurg	1.50	8-12
Mother Goose	Real Mother Goose (Junior ed.)	Rand	.75	2-6
Mukerji, D. G.	Kari, the elephant (School ed.)	Dutton	1.25	10-12
Mukerji, D. G.	Hari, the jungle lad (School ed.)	Dutton	1.25	10-12
Newberry, C. T.	Mittens	Harper	1.50	4-8
Nicholson, William	Clever Bill.	Doubleday	1.00	6-8
Nordhoff, C. E.	Pearl lagoon.	Little	2.00	10-15
O'Brien, J. S.	Silver Chief, dog of the North.	Winston	2.00	14-18
O'Donnell, Mabel	Day in and day out.	Row	.72	6
O'Donnell, Mabel	Round about.	Row	.84	6
Palm, Amy	Wanda and Greta at Broby Farm.	Longmans	1.75	6-10
Palmer, Mrs. Elizabeth	Give me a river.	Scribner	1.75	9-12
Palmer, Mrs. Elizabeth	Up the river to danger.	Scribner	1.75	8-10
Perkins, L. F.	Dutch Twins (School ed.) (and other Twins books)	Houghton	.92	7-9
Petersham, M. F. & Miska	Christ Child	Doubleday	2.00	4-8
Petersham, M. F. & Miska	American ABC	Macmillan	2.00	6-10
Petersham, M. F. & Miska	Miki	Doubleday	2.00	6-9
Phillips, E. C.	Wee Ann.	Houghton	1.50	6-12
Potter, Beatrix	Tale of Peter Rabbit.	Warne	.75	3-6
Potter, Beatrix	Tale of Squirrel Nutkin.	Warne	.75	3-6
Pyle, Howard	Men of iron (Modern classics)	Harper	1.00	10-15
Pyle, Howard	Otto of the silver hand.	Scribner	2.50	10-12
Pyle, Howard	Some merry adventures of Robin Hood.	Scribner	.75	10-12



Author	Title	Publisher	Price	Age
Robinson, M. L.	Bright island	Random	2.00	13-18
Robinson, W. W.	On the farm	Macmillan	2.00	4-6
Rowe, Dorothy	Rabbit lantern	Macmillan	1.75	8-10
Rudolph, Marguerita	Masha the little goose girl	Macmillan	1.00	8-10
Ruskin, John	King of the Golden River	Lippincott	.50	10-14
St. Clair, M. H.	Max: story of a little black bear	Harcourt	1.75	7-11
Salten, Felix	Bambi	Grosset	1.00	12-16
Sawyer, Ruth	Least one	Viking	2.00	9-12
Sawyer, Ruth	Roller skates	Viking	2.00	10-13
Sayers, Mrs. F. C.	Bluebonnets for Lucinda	Viking	1.00	6-8
Scacheri, Mario	Winnebago boy	Harcourt	2.00	8-10
Schultz, J. W.	With the Indians in the Rockies	Houghton	2.00	10-14
Seaman, A. H.	Jacqueline of the carrier pigeons	Macmillan	1.50	11-14
Seredy, Kate	Good master	Viking	1.24	9-12
Seredy, Kate	Singing tree	Viking	2.00	10-13
Seredy, Kate	Tree for Peter	Viking	2.00	9-12
Seton, E. T.	Wild animals I have known	Grosset	1.00	12-15
Sewell, Anna	Black Beauty	Macrae Smith	1.00	8-12
Shannon, Monica	Dobry	Viking	2.00	10-15
Skinner, C. L.	Becky Landers, frontier warrior	Macmillan	2.00	10-15
Sperry, Armstrong	Call it courage	Macmillan	1.75	9-12
Spyri, J. H.	Heidi (Centennial edition)	Ginn	.92	8-12
Stein, Evaleen	Gabriel and the hour book	Page	1.65	10-12
Stevenson, R. L.	Child's garden of verses	Rand	.80	6-12
Stong, P. D.	Honk, the moose	Dodd	2.00	7-10
Streatfeild, Noel	Circus shoes	Random	2.00	10-14
Thompson, B. J.	Silver pennies (School ed.)	Macmillan	.88	8-10
Thorne-Thomsen, Gudrun	East o' the sun and west o' the moon	Row	.68	7-10
Tippett, J. S.	I know some little animals (verses)	Harper	1.00	4-8
Todd, Anne	Timothy came instead	Oxford	1.25	4-7
Tousey, Sanford	Cowboy Tommy	Doubleday	1.50	5-9
Travers, P. L.	Mary Poppins	Reynal	1.00	8-11
Van Stockum, Hilda	Cottage at Bantry Bay	Viking	2.00	8-12
Van Stockum, Hilda	Day on skates	Harper	2.50	8-10
Wallace, Dillon	Ungava Bob	Grosset	1.00	12-16
White, S. E.	Magic forest (Little library)	Macmillan	1.00	8-11
White, S. E.	Daniel Boone, wilderness scout	Garden City	1.00	12-15
Wiese, Kurt	Liang and Lo	Doubleday	1.50	6-8
Wilder, L. I.	Little house in the big woods	Harper	2.00	8-11
Wilder, L. I.	Little house on the prairie	Harper	2.00	8-11
Wilder, L. I.	On the banks of Plum Creek	Harper	2.00	9-12
Williamson, Hamilton	Little elephant	Doubleday	.75	4-6
Williamson, Hamilton	Monkey tale	Doubleday	.75	4-6
Wood, Esther	Great sweeping day	Longmans	1.50	8-10
Wyss, J. D.	Swiss family Robinson	Garden City	1.00	10-14
Young, Evelyn	Wu and Lu and Li	Oxford	.75	3-6

## War Information in Books

1942 titles, supplementing list in MINNESOTA LIBRARIES March, 1942

### Nations at War

- De Roussy de Sales, R. J. *Making of tomorrow*. Reynal, 4.00. Appraisal of nationalism, collectivism and pacifism.
- Fischer, Louis. *Dawn of victory*. Duell, 2.75. Survey of world situation.
- \*Kernan, W. F. *Defense will not win the war*. Little, 1.50. Timely exposition of need of offensive action.
- Mowrer, E. A. *Global war*. Morrow, 1.00. Atlas of world strategy; maps and text.
- Nevins, Allan. *America in world affairs*. Oxford, 1.00. Gives clear understanding of course of American foreign policy to present date.
- \*Schuman, F. L. *Design for power; the struggle for the world*. Knopf, 3.50. Keen analysis and interpretation of events which precipitated global war.

### Europe

- Caldwell, Erskine. *All out on the road to Smolensk*. Duell, 2.50. First eyewitness account in book form of fighting in Russia.
- Deuel, W. R. *People under Hitler*. Harcourt, 3.50. Social conditions in Germany.
- Hanc, Josef. *Tornado across eastern Europe: the path of Nazi destruction from Poland to Greece*. Greystone, 3.00. Recent history of all eastern European countries, by Czech professor.
- Hindus, Maurice. *Russia and Japan*. Doubleday, 2.00. Analysis of opposing forces which author believes will result in war and Russian victory.
- Riess, Curt. *Underground Europe*. Dial, 3.00. Secret revolt in Nazi-occupied countries.
- Sixth column: inside the Nazi-occupied countries*. Alliance, 2.50. Accounts of conditions in ten conquered countries, each by an exile from that land.

- Tabouis, Mme. G. K. *They called me Cassandra*. Scribner, 3.00. Memoirs of French political writer.
- Taylor, H. J. *Time runs out*. Doubleday, 3.00. Report on conditions in Europe at end of 1941.
- Undset, Sigrid. *Return to the future*. Knopf, 2.50. Author's escape from occupied Norway through Sweden, Russia and Japan.

### Europe

- Werth, Alexander. *Moscow war diary*. Knopf, 3.00. Impressions of Russian workers and soldiers by Russian-English journalist.
- White, M. B. *Shooting the Russian war*. Simon, 2.75. 100 photographs with text, by only U. S. photographer at Russian front.

### Asia and the Pacific

- Abend, Hallett. *Ramparts of the Pacific*. Doubleday, 3.50. Pacific war area as seen by author just before hostilities.
- \*Byas, Hugh. *Japanese enemy; his power and his vulnerability*. Knopf, 1.25. Terse survey of present Japan.
- Fleischer, Wilfrid. *Our enemy Japan*. Doubleday, 2.00. Causes of war and analysis of Japan's power.
- \*Gunther, John. *Inside Asia*. 1942 ed. Harper, 3.50. New edition.
- Ingersoll, Ralph. *Action on all fronts*. Harper, 3.50. 1940 world trip by PM correspondent describes life and conditions in Pacific war areas.
- Kiralfy, Alexander. *Victory in the Pacific: how we must defeat Japan*. John Day, 2.75.
- \*McGuire, Paul. *Westward the course! the new world of Oceania*. Morrow, 3.75. Vivid account of important Pacific areas.

\*Starred titles recommended for first purchase.

Matsuo, Kionoaki. *How Japan plans to win*. Little, 2.50. From Japanese viewpoint.

Miller, F. T. *General Douglas McArthur*. Winston, 1.35. Sketchy biography designed to fill popular demand.

Newman, Joseph. *Goodbye Japan*. Fischer, 2.50. Story of Japanese expansionism.

Remington, W. E. *Cross winds of empire*. Day, 3.00. Pacific situation, by U. S. army officer.

Randau, Carl and Zugsmith, Leane. *Setting sun of Japan*. Random, 3.00. "Vivacious impressions of Asiatic scene just before the storm broke" BRD.

Taylor, G. E. *America in the new Pacific*. Macmillan, 1.75. Informed analysis of factors leading to Pacific war.

#### Winning the War

*America organizes to win the war; a handbook on the American war effort*. Harcourt, 2.00. War effort in all its phases, each described by expert.

#### Armed Forces

\*De Seversky, A. P. *Victory through air power*. Simon, 2.50. Convincing arguments for development of greater air force.

Hilary, R. H. *Falling through space*. Reynal, 2.50. Young aviator's experiences in R. A. F.

Ley, Willy. *Bombs and bombing*. Modern age, 1.25. Brief, clear account of air attack and defense against it.

Saint Exupery, Antoine de. *Flight to Arras*. Reynal, 2.75. Author's experience in reconnaissance flight transmuted into philosophy of life, death and war.

#### Training for War

Childs, M. W. *This is your war*. Little, 1.50. What war will mean on the home front.

\*Dupuy, R. E. and Carter, Hodding. *Civilian defense of the U. S.* Farrar, 2.50. Popular account of all civilian defense activities by two army officers.

Leyson, B. W. *Air raids safety manual; what you must know to protect yourself, your family and your home*. Dutton, 1.00.

Prentiss, A. M. *Civil war defense; a treatise on the protection of the civilian population against air attack*. McGraw, 2.75. Describes defense measures, based on European practice.

#### Dangers to Democracy

(Sabotage, spies)

Fernandez Artucio, Hugo. *Nazi underground in South America*. Farrar, 3.00. Specific information on Nazi infiltration, by Uruguayan.

#### After the War—What?

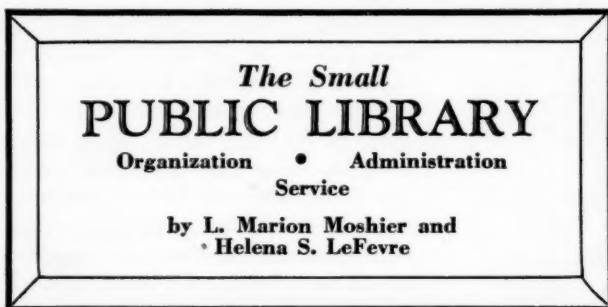
Chase, Stuart. *Road we are traveling*. 20th century, 1.00. Points out economic changes which will result from war.

Lorwin, L. L. *Economic consequences of the second World War*. Random, 3.00. Source book on causes of war and nature of the peace.

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44

**I**S THERE an up-to-date post office in the community? Is the school system proud of its fine plant and trained and experienced teaching staff? If the community has these public institutions but does not support a library of equal rank and importance, what of the future?"—ask the authors of *The Small Public Library; Organization, Administration, Service*.

"The library should be as familiar to every inhabitant as the post office. The library should be more easily available and more diversified than the post office. Furthermore the library *should have something for every inhabitant every time he calls.*



pay adequate dividends the library should be as carefully planned and as expertly manned as the school, since the library not only supplements the school but is the continuing agency . . .

"The library should be the Community Intelligence Center . . . It must be built on a strong foundation following a well-planned program, ready to help maintain and interpret democracy . . ."

And following this introduction, the authors present clearly and concisely the step-by-step procedure for organizing the library, from the initial survey of existing educational resources and of the community's interests and needs through every detail of actual planning, preparation, and operation of the library. All routines and technical procedures are adequately discussed. Many essential forms and cards are illustrated.

This thorough guide to the fundamentals of library administration is based on practical experience and was developed with the cooperation of many librarians and library extension agencies in the United States and Canada.

*Published April 15. 144p. Heavy paper covers, \$1.50*

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